



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7,700
Total amount allocated for 2020/21	£26,160
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,792
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,787

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £20,113	Date Updated: May 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				31%
Intent	Implementation		Impact	£5673
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To promote an active lifestyle outside of school, focussing on walking/cycling to and from school.	Purchase Travel Tracker programme to encourage children to walk part/whole way to school. Letter sent to parents to encourage engagement with the system.	£190	Chn are motivated to walk their journey in order to receive their monthly badge. Chn come into school each morning ready to learn and more focused Number of children completing the 'Park and Stride' has increased throughout the school	Continue the program and raise profile by handing out the rewards in assembly.
To increase activity levels at break/lunch times so more chn are engaged in structured physical activities.	Playtime equipment purchased for each class.	£1033	Chn and MSAs engaged in individual, paired or group activities using equipment purchased. Self-esteem and confidence of targeted chn (SEND/PP etc) increased.	Recruit Sports Leaders from KS2 to lead activities with younger children using the available equipment.

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<p>To increase activity levels at break/lunch times so more chn are engaged in structured physical activities.</p> <p>To increase the space available for children to play at break times.</p>	<p>Playtime equipment repaired for both KS1 and KS2.</p>	<p>£910</p>	<p>Chn enjoy their playtimes and negative behaviours reduced leading to chn returning to class with a positive mindset.</p> <p>Chn more engaged with each other socially, learning new skills and improving fitness levels.</p> <p>Chn and MSAs engaged in individual, paired or group activities using equipment. Self-esteem and confidence of targeted chn increased.</p> <p>Improvement in gross motor skills. Chn enjoyed their playtimes and negative behaviours reduced leading to chn returning to class with a positive mindset.</p>	
	<p>Extension to the KS2 Playground in order for space to be used for break time activities.</p>	<p>£2840</p>	<p>Children are happy with the extra space available to play their games.</p>	
	<p>Transport to swimming lessons</p>	<p>£700</p>		
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>20%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>£3547</p>
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To develop cross -curricular links through PSHE and Science.</p> <p>School is focussed on the benefits that healthy lifestyles have in all curriculum areas and overall wellbeing.</p>	<p>Science/D.T/PSHE curriculum reflects the healthy lifestyle choices and importance of exercise.</p>	<p>FREE</p>	<p>Chn are aware of the importance of maintaining a healthy and varied diet.</p> <p>Chn know the importance of a positive mindset.</p>	
<p>Encourage pupils to take on leadership roles that support sport and physical activity within the school.</p>	<p>8 x Y6 pupils to receive Sports Ambassador training.</p> <p>Sports Leaders to run lunch time club for KS1.</p>	<p>FREE</p>	<p>Chn develop leadership/organisational skills and were able to articulate the benefits of regular exercise.</p>	<p>Develop Sports Leader role further to include organising intra school competition and updating Sports board to promote current sports activities and achievements.</p> <p>Ensure programme continues next year.</p> <p>Sports Leaders meet on a regular basis to discuss provision and ideas for lunch time clubs.</p>
<p>All pupils, parents, staff and governors to be aware of opportunities and successes.</p>	<p>Regular celebration of sporting success via website twitter/blogs and section in Head Teacher's newsletters and Head Teacher's report to governors.</p> <p>Sporting Achievements are included in the Weekly Achievement Board.</p>	<p>FREE</p>	<p>Whole school community aware of team and individual achievements.</p> <p>Chn are proud to share in their success.</p>	<p>Sports Leaders to assist with blogging, photos, reporting.</p> <p>PE board established.</p>
<p>Improve core strength for targeted SEND chn in order for them to improve sitting/posture within lessons.</p>	<p>SEND Lead to coordinate a weekly exercise session using relevant equipment.</p>	<p>£122</p>	<p>Targeted SEND chn have improved their stamina within the classroom setting and therefore can access their learning for longer periods of</p>	

Increase the range of activities available in PE lessons	Equipment to be purchased in order to meet the demands of the new scheme and to ensure lessons are well resourced. Basketball posts replaced. KS2 Tennis pack purchased. Other equipment replaced due to wear and tear.	£3425	time. Resources used regularly in PE lessons which ensured the delivery of high quality physical activity. High quality PE lessons delivered by coaches Progress of pupils improved. Resources used improved the quality of teaching and learning	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	£1,345
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

consolidate through practice:				
To increase staff knowledge and confidence in the delivery of Dance.	Staff to attend Dance INSET delivered by GET SET 4 PE trainers.	FREE	Staff have the knowledge and confidence to teach dance. Each Class Teacher has delivered one unit of Dance to their class.	Evaluate the impact of the new scheme and assess pupil knowledge to show progression.
To ensure the progression of skills in each area of the PE curriculum.	Relevant units of work/vocabulary/progression of skills to be given to class teachers. Re-map the curriculum to ensure a broad coverage of sports and skills. Provide Rising Stars Coach with the relevant plans associated with each unit to ensure progression across year groups and Key Stages.	£395	Children are demonstrating the required level of progress and attainment in each class. The Rising Stars coach is delivering high quality PE lessons and the children are enjoying a range of sports.	Assessment of PE at the end of each unit. Pupil voice re. PE lessons.
To inform Subject Leader of new developments within Stevenage Sporting Futures enable access to training needs in order to improve Leadership of PE.	Attend Herts PE Conference Attend SSF Subject Leader Day.	£950	PE Lead more confident with progression across the curriculum, what to look for in high quality PE lessons and OFSTED Deep Dive requirements.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	22%

Intent	Implementation		Impact	£3892
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

To increase number of chn who have reached the expected standard in the Physical Development strand within EYFS.	Purchase equipment which enable chn to take part in a variety of activities to practise their Gross Motor Skills	£612	Targeted chn have been given opportunities to engage in a wider range of activity and as a result have improved their Gross Motor Skills.	
To provide children with a range of OAA activities which support team building and self-esteem.	Purchase equipment such as crates, planks, ropes, archery and slack lines to support OAA activities.	£1196	Increased participation during breaktimes-encouraged working collaboratively. Increased confidence in chn when trying new activities. Communication, creativity, teamwork, social and personal skills all evident.	OAA Unit to be taught as part of the PE curriculum as well as one off opportunities.
Rising Stars to vary the after school clubs offered to all children.	Activity timetable for after school clubs made available to parents. A different club offered each day.		Activities are incorporated into School Sports Day. Targeted chn attend clubs.	Look at using Sports Premium money to support after school clubs to enable access for all children.
Increase participation of focus groups e.g. SEND, PP.	Rising Stars to run 2 x lunch time clubs each week.			Pupil voice to find out what the children would like to do as an after school club.
Yoga introduced into the PE Curriculum to give chn an experience of a new activity.	One unit of Yoga to be taught for each class over the school year. Yoga mats purchased.	£2084	Chn who are not as able in other sports have the opportunity to try a new activity. All chn were engaged with their lessons and enjoyed trying something new.	Teach the Get Set 4 PE yoga units to ensure progression and variation in each class.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
Intent	Implementation		Impact	£3335
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop opportunities to engage in competitive sport at a range of levels.	Consistent participation in the SSFT festivals through SSFT membership. Non-competitive activity opportunities given to chn e.g. Commonwealth Day at Fairlands Lakes, Maths KS1 day, Ultimate Frisbee Workshop.	£2570	All pupils engaged in some form of competitive opportunities over the year, including virtual.	Develop intra-school sporting opportunities e.g. house competitions/matches. Continue with mixed netball league. Enter into a wider range of festivals to give chn opportunity for more inter-school competition.
Give chn the opportunity to compete in Netball and Football Leagues.	Re-establish the pre-covid netball and football after-school clubs. Clubs available for all chn to access.	£515	Chn are playing matches against local schools. Number of SEND children accessing both clubs.	
A greater number of children to participate in Inter-school competition.	Provide opportunity for as many chn as possible to take part in the Cross Country Festival. Chn transported by coach.	£250	24 chn competed across Year 5/6. 1 child went on to County Championships after winning her race.	

Signed off by	
Head Teacher:	Carmela Puccio
Date:	
Subject Leader:	Charlotte Mather
Date:	
Governor:	Finance and Personnel Committee
Date:	